

Available online at www.sciencedirect.com**SciVerse ScienceDirect**

Procedia - Social and Behavioral Sciences 83 (2013) 920 – 925

Procedia
Social and Behavioral Sciences

2nd World Conference on Educational Technology Researches – WCETR2012

A Survey of in-service training programs effectiveness in teaching skills development from the view-point of students, teachers and principals of guidance schools in Shiraz

Saeed Ahmadi ^{a*}, Abdollah Keshavarzi ^b^a Department of Educational science, Firoozabad Branch, Islamic Azad University, Firoozabad, Iran^b Department of English language, Firoozabad Branch, Islamic Azad University, Firoozabad, Iran

Abstract

Of all guidance-school teachers of the four districts in Shiraz who were participating in in-service training classes of geography and Arabic, and their principals as well as their students, 150 were selected according to clustered-sampling method to investigate the relationship between the effectiveness of in-service training programs and teachers' teaching skills. The employed instrument contained three scales. The first scale was submitted to the principals to evaluate the teachers' skills before, during and after their teaching. The second scale was handed to the students to evaluate their teachers' skills of teaching. The third one, which investigated the level of the effectiveness of in-service training programs, was responded by the teachers themselves. The results revealed that: 1-From the view-point of principals, no relationship was observed between the effectiveness of in-service training programs and teachers' skills for lesson plan preparation, teaching demonstration and students' evaluation. 2- From the view-point of students, a meaningful relationship was observed between the effectiveness of in-service training programs and teaching demonstration skills at $p=0.001$ level of significance. 3-Female teachers were evaluated higher than male teachers in all three teaching skills. Specifically, the difference was meaningful in lesson plan preparation and students' evaluation skills at $p=0.01$ level of significance and a meaningful relationship was observed in teaching demonstration skill at $p=0.0001$ level of significance from the view point of students. From the principals' view, no significant relationship was observed between male and female teachers in respect to their teaching demonstration skills. 5-Work-experience of teachers had no effect on their teaching skills development.

© 2013 The Authors. Published by Elsevier Ltd. Open access under [CC BY-NC-ND license](http://creativecommons.org/licenses/by-nc-nd/4.0/).

Selection and/or peer-review under responsibility of Prof. Dr. Hafize Keser Ankara University, Turkey

Keywords: In-Service Training, Teaching Skills, Guidance-School Teachers;

1. Introduction

Educational and training institutions are considered the instruments of improvement and progress in each society. One of the pillars of these institutions are experienced and knowledgeable teachers who through their own knowledge and practice lead the youth of their society to high objectives. Thus doing they work to improve their own society. To possess such teachers in societies, it is necessary to provide them with classes of training,

* Corresponding Author: Saeed Ahmadi, Tel. +989173161295

Email address: saeed_5184@yahoo.com

retraining, internship and in-service training (sultan-ol-gharaie, 1994). Training is the most effective and the strongest process available to convey knowledge and skill to employees and to strengthen them for their jobs (Jamshidian, 1998). In other words, nowadays, most of the developed countries spend a great deal of their gross national income in various ways on the education and training of human resources in order to survive, develop and progress. Ward (quoted by Shaverdi, 1993) believes that education and training are very much effective in social development because if human resources are sufficiently trained, they will be able to solve all existing problems of the society and will remove all the obstacles in front of the society's economic and social progress and development.

Larsen (1998) in a study on 90 new teachers reviewed the effects and role of in-service training on their function. The results gained by this scholar revealed the positive effects of such trainings on the teachers.

Tilles (1970) claims that the programs in which teachers teach their own colleagues are more effective, more quickly and with fewer expenses. In another study, Katz, Asper and Wolf (1974) gained the following results from their study on teachers of 7 schools who had received some education about learning, teaching, and methods and techniques of teaching for a year: a. Most of teachers have found these educations as successful. b. teachers considered their in-service training as a great project which had helped their schools.

Cruikshank, Lorish and Thompson (1979) gained some positive results from their review of 97 studies on in-service training. These results showed that in-service trainings performed by different schools or colleges for teachers were generally successful in improving and increasing teachers' knowledge.

On the contrary to the mentioned studies which show the positive effects of in-service training in the achievement of required skills, Bunker (1977), reviewing some studies, says "studies performed on teachers' in-service training show some evidence of their weaknesses. Generally these programs have been planned by people who are not teachers, and it can be said that these people do not take into account teachers' emotions and their requirements; therefore, they are taught by methods that do not create motivation in them to apply them."

Winterton (1977) also in a study of teachers' needs has concluded that educational and training institutions should deal with teachers' professional development. He writes, "Perhaps teachers have not been helped with ways for their professional development and the cultural society is in a static state."

In respect to the effectiveness of gender, Davis and Wray (1991), Ho (1991) and Maasum Zade (1991) have reported that there is no significant difference between males and females attending in-service training programs in respect to their learnt skills. However, Marashi (1995) has reported female's learnt skills higher than males'.

In respect to the effectiveness of experience and level of education on the study's variables, Davis and Wray (1991), and Kellman (1991) in their studies have concluded that experience and level of education have been ineffective on learning required skills. However, Ho (1991) has found in his study that experienced and high level educated teachers' perceiving themselves is the most.

The basis of the present study is the review of the effective relationship between in-service training programs and teaching skills of guidance-school teachers of Shiraz from the principals', teachers' and students' point of view. This study has been performed on guidance-school teachers of four educational districts of Shiraz who have attended in-service training classes of geography and Arabic. In this study, by teaching skills, it means the skills before, during and after teaching. Also, by effectiveness, it means to study in-service training programs in respect to their objectives, contents, performances, time, place and motivation.

Research methodology

The research methodology is descriptive and of field study sort. Statistical population includes: a. all guidance-school teachers of four educational districts of Shiraz who participated in one of performed in-service training courses of Arabic and geography, b. the principals who were direct supervisors of these teachers, and c. students of these teachers. The statistical sampling consisted of 150 guidance-school teachers who were randomly selected from the four educational districts of Shiraz. Besides, the principals of the schools where these teachers worked and the teachers' students were part of the statistical sample. Subjects were consisted of 74 males and 76 females; 4 with diploma certificate, 67 with associate degree, and 79 with B. A.; 4 with 1-5 years of job experience, 12 with 6-10, 24 with 11-15, 43 with 16-20, 44 with 21-25 and 23 with more than 26 years of job experience.

2. Data collection instrument

Data measurement in this study consists of three scales. The first scale was to measure teachers' skills for lesson plan preparation, teaching demonstration and students' evaluation and was submitted to the principals; the second one was to measure teachers' demonstration skills and was submitted to the students; and the third scale which measured the effectiveness level of in-service training programs was submitted to the teachers.

4. Validity and reliability

The validity of the mentioned scales was gathered by faculty members, education and training professionals and psychologists. Also, correlation coefficient between total number of scale and each word of it was calculated and all items were of significant correlation of 0.001 or lower. To measure the reliability of the scales, test-retest method was used. Correlation coefficient gained from two performances was calculated which was 0.81. Also, the reliability of the scales was calculated through Cronbach's coefficient alpha method. Cronbach's coefficient alpha has been shown in table 1.

Table 1: Cronbach's coefficient alpha for teaching skills and in-service training programs

	Principal's questionnaire	Student's questionnaire	Teachers' questionnaire
Cronbach's coefficient alpha	0.69	0.86	0.64
Number of questions	46	21	30

5. Findings

Question 1: Is there any relationship between the effectiveness of performed in-service training programs and teachers' skills of lesson plan preparation?

To answer this question, Pearson correlation coefficient was used and the result is shown in table 2. The table shows that there is no relationship between the effectiveness of in-service training programs and teachers' skills of lesson plan preparation.

Question 2: Is there any relationship between the effectiveness of performed in-service training programs and teachers' demonstration skills?

It is to remind that, as it was earlier mentioned, to measure teachers' demonstration skills, two scales were used which were submitted to principals and the students; therefore, in the tables, demonstration skills have been referred to twice, once measured by principals, once by students. To answer the question, Pearson correlation coefficient was used and the results are shown in table 2. It is seen that there is no relationship between the two variables of the effectiveness of in-service training programs and teachers' demonstration skills from the principals' point of view, but from the students' point of view there is correlation at 0.41 which becomes significant at 0.001 level.

Question 3: Is there any relationship between the effectiveness of performed in-service training programs and teachers' after teaching (students' evaluation) skills?

To answer the question, Pearson correlation coefficient was used and the results are shown in table 2. As it is seen in the table, there is no correlation between these two variables.

Table 2: Correlation coefficient of the effectiveness of in-service training programs and teachers' before, during and after teaching (lesson plan preparation, demonstration and students' evaluation) skills

Teaching Skills	Number	Correlation coefficient	Significant level
Before teaching skills	150	0.08	-----
During teaching skills (principals' point of view)	150	0.05	-----
After teaching skills	150	0.16	-----
During teaching skills (students' point of view)	150	0.41	0.001

Question 4: Is there any significant correlation between learnt skills of male and female teachers attending in-service training courses?

To answer this question, through the use of t-test of independent groups, the mean of before, during and after teaching skills of male and female teachers were compared. The results of this comparison are presented in table3.

Table 3: the comparison of before, during and after teaching skills of male and female teachers

Variable	Males' mean	Females' mean	Males' standard deviation	Females' standard deviation	T-value	Free degree	Significant level
Before teaching skills	51.49	52.58	3.24	3.04	2.13	148	0.01
During teaching skills (principals' point of view)	86.58	86.92	4.88	4.65	0.44	148	-----
After teaching skills	60.72	62.02	4.79	3.35	2.44	148	0.01
During teaching skills (students' point of view)	73.75	82.49	14.55	12.14	4.20	148	0.0001

The table shows that there is significant correlation between males' and females' mean scores in respect to before, during (from students' point of view) and after teaching skills. In respect to all three skills, females' mean scores are higher than males'. This difference is significant at $p < 0.01$ level in respect to before and after teaching skills, and at $p < 0.0001$ level in respect to during teaching skills. In respect to during teaching skills (from principals' point of view) there is no significant correlation between males and females.

Question 5: Is job experience effective in the level of learnt skills of teachers attending in-service training programs? To compare the level of (before, during and after) teaching skills with teachers' job experience, analysis method of unilateral variance was used, the results of which are shown in tables 4 and 5 and reveal that job experience is ineffective on the level of teaching skills.

Table 4: The level of teachers' before teaching skill with respect to job experience

Groups	1-5 y/s of job exp.	6-10 y/s of job exp.	11-15 y/s of job exp.	16-20 y/s of job exp.	21-25 y/s of job exp.	26-30 y/s of job exp.
Before teaching skills	Mean	53.75	51.25	51.79	51.97	52.29
	Standard dev	3.77	3.67	2.96	3.48	2.91
During teaching skills (principals' point of view)	Mean	91.25	84.75	87	86.62	87.45
	Standard deviation	3.20	4.55	5.15	4.28	4.56
After teaching skills	Mean	63	59.33	62	61.48	61.48
	Standard dev	2.44	3.74	4.07	3.37	3.10
During teaching skills (students' point of view)	Means	74.25	75.75	76.66	81.06	79.22
	Standard deviation	9.6	12.03	14.54	13.71	14.38

Table 5: Comparing the level of teachers' teaching skills with their job experience

Variance	Free degree	Sum of square	Square mean	T-value	Significant
----------	-------------	---------------	-------------	---------	-------------

	source				level	
Before teaching skills	Between groups	5	23.7093	4.20	0.46	-----
	Within groups	144	1482.0507	10.30		
	Total	149	1505.7600	-----		
During teaching skills (principals' point of view)	Between groups	5	180.7003	36.14	1.63	-----
	Within groups	144	3187.1730	22.13		
	Total	149	3367.8733	-----		
After teaching skills	Between groups	5	100.3906	20.08	1.55	-----
	Within groups	144	1858.9494	12.99		
	Total	149	1959.3400	-----		
During teaching skills (students' point of view)	Between groups	5	714.2177	142.84	0.71	-----
	Within groups	144	28966.1557	201.15		
	Total	149	29680.3733	-----		

6. Conclusion

In respect to the results concerning lack of correlation between the effectiveness of in-service training programs and teachers' before and after teaching skills, it can be argued that Iranian education system is centralized, and schedules and curricula as well as changes are usually prepared by authorities and circulated to the performers. As such, there is no concern to the teachers' educational requirements, and no correlation between cultural context and education is seen. In respect to providing in-service training, the situation is the same. Since these programs are run by people who do not teach, they are not effective; therefore, teachers' educational programs should be reorganized.

Another result of this study refers to the difference between principals' and students' point of view concerning teachers' teaching demonstration skills. To principals, there is no significant correlation between the effectiveness of in-service training programs and teachers' teaching demonstration skills, while there is significant correlation at $p < 0.001$ level to students. It might be said that in Iranian education system, principals rarely observe teachers' practical teaching. This means that their supervising role is weak, and they cannot play well the role of a supervisor, accordingly, they cannot evaluate well the teachers' demonstration. On the other hand, since students are in continuous connection with their teachers, they can probably evaluate their teachers' demonstration better. Teaching demonstration skills are methods, techniques and arts that teachers use to present their teaching. As such, these skills are better observable by students.

To justify the present difference between the level of male and female teachers' skills in this study, it can be said that female teachers are usually more satisfied with their job than male ones. Since job opportunities are more restricted for women, they are more satisfied with their salary and less willing to quit their job. Besides, in Iran, mostly men are the breadwinners; and therefore, have to find a second job for their extra time or work as a tutor or work extra times at school to be able to support their families. This factor might reduce their efficiency in teaching skills. Female teachers are different; they have much more time to study and research. Also, according to reported statistics, the number of female teachers attending in-service training courses is much more than male ones, the point that justifies the mentioned materials.

To justify the lack of difference between teachers' skills and their job experience in the present study, it can be said that since all teachers, whether experienced or not, have the same opportunity to take part in this educational system during their service, and since this education is centralized, the presence of difference is not expected. The similarity of educational course for different majors does not create any difference between teachers with different job experience and level of education.

On the whole, based on the findings of this study, it can be concluded that it is essential to be concerned with in-service training and authorities, especially the programmers, should observe and support it. Also, teachers require mainly threefold teaching skill, and they should be met seriously in these educational opportunities.

References

- Bunker, R. M., (1977). Beyond inservice: Toward staff renewal. *Journal of Teacher Education*, 28, 00-100.
- Cruickshank, D. R., Lorish, & Thompson, L., (1979). What we think we know about inservice education. *Journal of Teacher Education*, 30, 2, 27-30.
- Davis, R., Wray, R., (1991). A comparison of the perceived needs for inservice education of Illinois and Indiana. Eric No: Ed 342917.
- Faghihi, F., (1992). Teachers training, a conversation with John Goddard. *The journal of management education*, 3, 4-6.
- Ho, H., (1991). Inservice education needs of teachers working with the mentally retarded. *Journal of Special Education, National Taiwan Teachers College*, v. 1, no. 88, 229-260.
- Jamshidian, M., (1998). Inservice training and its effect on efficiency increase of human resources in state institutions. *Isfahan University Research journal*, 9, 1, 84-75.
- Katz, L. G., Asper, L., Wolf, R. L., (1974). The advisory approach to inservice training. *Journal of Teacher Education*, 25, 154-159.
- Kellman, S. D., (1997). The relationship between teacher qualification, years of teaching, inservice training, and student achievement on the common entrance examination in Barbados. *Dissertation Abstracts International*, 58, 1, 136.
- Levy, A., (1997). *Fundamentals of educational planning – planning for schools*. Tr. by Mashayekh, F., Tehran: School publication.
- Maasum Zade, A., (1991). The comparison of Shiraz primary, guidance and high school teachers' approach to inservice training. Master of Art Thesis, Shiraz: Shiraz University.
- Mashayekh, F., (1995). *The process of education planning*, Tehran: School publication.
- Shaverdi, T., (1993). The role of education in national development. *Teacher growth monthly journal*, 12, 2.
- Soltan-al-gharaie, Kh., (1994). The principles and philosophy of teachers' inservice training. *Journal of educational technology*, 10, 2, 28-29.
- Tillis, C. R., (1974). Teacher teaching teachers inservice training in environmental education. *Journal of Teacher Education*, 25, 2, 160-162.
- Tork zade, J., (1999). Strategic approach to education and improvement of human resources. *Journal of management*, 9, 40-41.
- Winterton, W., (1997). Lets get serious about inservice. *Journal of Teacher Education*, 28, 2, 35-37.